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ABSTRACT

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315), including documents announced in the 1973 issues of "Research in Education" and journal articles cited in the 1973 issues of "Current Index to Journals in Education," and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: activism, African American Indians, aspiration, changing attitudes, classroom environment, cross cultural training, cultural differences, curriculum development, ethnic groups, human relations, interpersonal relationships, motivation, music education, Negro attitudes, self-concept, social influences, student attitudes, student teacher relationship, teacher attitudes, teacher education and institutes, and testing. Citations for documents are each followed by an annotation edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. In this third annual supplement, lengthy document abstracts have been dropped in favor of brief annotations, supplemented by appropriate subject headings. (Author/JM)

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ERIC/IRCD URBAN DISADVANTAGED SERIES
Number 40, August 1974

Human Relations in the Classroom:
An Annotated Bibliography
Supplement 3

Raja Jayatilleke

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Table of Contents

Introduction	iii
Availability Statement	iv
Bibliography	1
Index	42

INTRODUCTION

This 1974 supplement to the three preceding bibliographies on human relations in the classroom* includes documents announced in the 1973 issues of Research in Education (RIE) and journal articles cited in the 1973 issues of Current Index to Journals in Education (CIJE). Both a manual and a computer search were conducted using 30 descriptors (subject headings) from the Thesaurus of ERIC Descriptors.

In this third annual supplement, lengthy document abstracts have been dropped in favor of brief annotations, supplemented by appropriate subject headings. This change has been effected in view of the wider availability of RIE through an increasingly greater number of libraries, where full abstracts of the documents can be read and where, in many cases, the documents are on ERIC microfiche. Journal article citations continue to be followed by suitable subject headings and, in many cases, by brief annotations.

The availability of the ERIC documents cited here is explained in the "Availability Statement" on page iv. Please note that postage costs must be added to the prices which are quoted with the citations. Journal articles are not available through the ERIC system, but may be read in many college, university and public libraries.

*Human Relations in the Classroom: An Annotated Bibliography. ERIC/IRCD Urban Disadvantaged Series No. 22, June 1971. (ED 051 351)

Human Relations in the Classroom: An Annotated Bibliography, Supplement I. ERIC/IRCD Urban Disadvantaged Series No. 28, June 1972. (ED 064 417)

Human Relations in the Classroom: An Annotated Bibliography, Supplement II. ERIC/IRCD Urban Disadvantaged Series No. 33, June 1973. (ED 079 437)

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Alternate sources are given for documents cited in this bibliography which are not available from EDRS.

Journal articles are not available from EDRS.

BEST COPY AVAILABLE

1. Adams, Frances M.; Osgood, Charles E. A Cross-Cultural Study of the Affective Meanings of Color. Journal of Cross-Cultural Psychology, 4 (2): 135-56, June 1973.

Cross Cultural Studies, Color, High School Students, Student Attitudes, Affective Behavior.
2. Alker, Henry A.; Wohl, Jonathan. Personality and Achievement in a Suburban and an Inner City School. Journal of Social Issues, 28 (2): 101-14. Fall 1972.

Academic Achievement, Inner City, Predictive Measurement, Individual Characteristics, Socioeconomic Influences; three approaches to predicting academic achievement are compared; a proposed integration of the findings emphasizes the ambiguity prevalent in an urban setting between intellectual achievement and moral conformity.
3. Anderson, Theodore. Teaching Cross-Cultural Understanding. April 1972. 12p. ED 067 956. (MF-\$0.75; HC-\$1.50)

Bilingual Education, Cross Cultural Training, Language Instruction, Modern Languages, Teacher Attitudes; fundamental prerequisites for successful cross-cultural instruction are outlined in this paper. Attainment of instructional objectives is seen to depend on teacher attitudes and educational preparation. Several successful bilingual programs for young children are briefly reviewed. Concluding remarks point out that the teaching of culture requires both precept and example.
4. Antes, John M.; And Others. Awareness of Social Issues and Prejudice as it Relates to a Group of Racially-Mixed Disadvantaged Children. Journal of Negro Education, 41 (4): 383-91, Fall 1972.

Disadvantaged Youth, Elementary School Students, Social Discrimination, Perception, Racial Discrimination; reports a study intended both to determine disadvantaged students' concern with and emphasis on the social issues in their environment, and also to examine the extent to which opinion prejudice and race prejudice affect these children's belief systems.
5. Appleton, Clyde R. Black and White in the Music of American Youth. New York University Education Quarterly, 4 (2): 24-9, Winter 1973.

Youth, Music, Jazz, Bands (Music); reveals a racial polarization of music preference between black and white students.
6. Bagley, Christopher; Gajendra, Verma K. Some Effects of Teaching Designed to Promote Understanding of Racial Issues in Adolescence. Journal of Moral Education, 1 (3): 231-8, June 1972.

Race Relations, Racial Attitudes, Adolescents, Intergroup Education, Changing Attitudes; teaching about race relations can be followed by small and sometimes significant changes in prejudiced attitudes.

7. Bankhart, C. Peter. Attribution of Motivation in Same-Race and Different-Race Stimulus Persons. Human Relations, 25 (1): 33-45, February 1972.

Motivation, Racial Attitudes, Stereotypes, Research Methodology, Statistical Analysis; focus of this study was how differences in depicted levels of motivation would affect white subjects' perceptions of black stimulus persons.

8. Banks, James A. Teaching Black Studies for Social Change. Journal of Afro-American Issues, 1 (2): 141-64, Fall 1972.

African American Studies, Social Change, College Programs, Decision Making Skills, Curriculum Development; argues that effective Black Studies programs must be based on a sound and clearly articulated rationale in order to result in effective student learning, suggesting that the main goal of Black Studies should be to aid students in developing their abilities to engage in reflective decision-making.

9. Barnett, Don C. Attitudes of Eskimo School Children. Integrated Education, 11 (1): 52-7, January-February 1973.

Student Attitudes, Elementary School Students, Secondary School Students, Eskimos, Canada; reports a study of 54 youngsters in Grades 3-8 in the Eskimo village of Cambridge Bay on Victoria Island in Northern Canada on their attitudes toward concepts related to urbanization, "white" established institutions in the village, foods, etc.

10. Barron, Pepe. Counseling the Chicanito. Journal of Non-White Concerns in Personnel and Guidance, 1 (1): 24-30, October 1972.

Counseling, Ethnic Groups, Mexican Americans, Curriculum Development, Cultural Differences; presents a case for finding and supporting a new educational approach that will assist Chicano youth.

11. Bayer, Alan E. The Black College Freshman. Characteristics and Recent Trends. Washington, D.C., American Council on Education, Office of Research, 1972. 92p. ED 068 042. (MF-\$0.75; HC-\$4.20)

College Freshmen, Higher Education, Negro Education, Negro Youth, Student Characteristics; presents the results of a study designed to determine the racial trends in higher education and to compare these findings with a similar study made in 1968. Among the findings were that: 53% of black and 45% of non-black students were women; as in 1968, proportionately twice as many blacks as non-blacks were at least 20 years old on entering college in 1971; and, between 1968 and 1971, the average high school grade averages of both blacks and non-blacks rose somewhat.

12. Bersoff, Donald; Erickson, Colleen R. A Precise and Valid Measure of Behavior and Behavior Change in the Classroom. Journal of School Psychology, 10 (4): 361-6, December 1972.

Behavior Change, Student Behavior, Educational Research, Classroom Observation Techniques, Performance; a method for the direct and continuous observation of behavior as it occurs in the natural environment (classroom) is suggested as an alternative to individual testing and other observational techniques. The method (behavior rates) using a base of movements per minute is seen as increasing the information obtained per unit of assessment time and providing daily feedback.

13. Bass, Floyd L. A Study Instrument to Assess Competencies for Black Studies Educators. Journal of Continuing Education and Training, 2 (2): 167-76, November 1972.

African American Studies, Adult Education, Educational Objectives, Black Community, Student Attitudes.

14. Beers, Joan S. Self-Esteem and School Interest of Black Fifth-Grade Pupils as a Function of Demographic Categorization. May 1973. 15p. ED 079 629 (MF-\$0.75; HC-\$1.50)

Racial Composition, School Demography, Negro Students, Self Esteem, Socioeconomic Status; identifies the differences in self-esteem and school interest among black fifth-graders when the school's racial composition and socioeconomic composition, the pupil's sex, and pupil's SES differ.

15. Beers, Joan S. Self-Esteem of Black and White Fifth Grade Pupils as a Function of Demographic Categorization. February 28, 1973. 44p. ED 073 209 (MF-\$0.75; HC-\$1.85)

Elementary School Students, Integration Effects, School Integration, Self Esteem, Pennsylvania; interrelationships were studied among pupil's self-esteem and the following demographic variables: school's racial composition, pupil's sex, pupil's SES, and school's socioeconomic composition; results of the study have implications for pupils' assignments to buildings as well as implications for the selection of teachers, the allocation of resources, and the offering of special programs.

16. Bennett, Don C. Segregation and Racial Interaction. Annals of the Association of American Geographers, 63 (2): 47-57, June 1973.

Racial Segregation, Race Relations, Negro Students, Minority Groups, School Integration; black school age children of Indianapolis, Indiana have far greater possibilities for interracial contact than whites in their neighborhoods or schools; confirmation is provided by pre-university experiences of students.

17. Black, John A. The Effect of Instruction in General Semantics on Ethnic Prejudice. Research in the Teaching of English, 7 (1): 98-108, Spring 1973.

Language Research, Semantics, Language Instruction, Ethnic Relations, Social Discrimination.

18. Breaking Down the Walls of Prejudice: Classroom Strategies. California Council for the Social Studies Review, 12 (4): 35-9, 56, Spring 1973.

Cross Cultural Studies, Intercultural Programs, Cultural Awareness, Human Relations, Cultural Education; many opportunities exist for incorporating the concepts of race, prejudice, and discrimination within the context of American history, sociology, value studies, ethnic studies, and other courses; 3 examples are given--using simulation games, school interaction, and activities and experiences.

19. Breaking Down the Walls of Prejudice: District Strategies. California Council for the Social Studies Review, 12 (4): 40-5, Spring 1973.

Cross Cultural Studies, Cultural Education, Educational Policy, Educational Strategies, Human Relations; educators in 5 California school districts were asked to tell how they and their colleagues had used multicultural and community education approaches to create a more effective curriculum and instructional program.

20. Brooks, Glenwood C., Jr.; And Others. Interracial Contact and Attitudes Among University Students. College Park, Md., University of Maryland, Cultural Study Center, 1972. 61p. ED 071 558 (MF-\$0.75; HC-\$3.15)

Higher Education, Race Relations, Racial Attitudes, Student Attitudes, Racial Discrimination; some American Indian, black, Spanish surname, white, and Oriental students felt that most whites were racist, while more of the white students felt most blacks were racist.

21. Brown, Herman. Black Studies at Predominantly Black Colleges and Universities. Negro History Bulletin, 36 (2): 34-36, February 1973.

African American Studies, Educational Problems, Negro Colleges, Educational Objectives, Departmental Teaching Plans; reviews the status and format of black studies programs in black institutions.

22. Brown, Leander A.; And Others. Cross-Cultural Counseling: Bridge Between Desegregation and Integration. A Study Relative to Group Counseling and Its Impact on Students and Faculty. Cedar Falls, Ia., University of Northern Iowa, Malcolm Price Lab. School, February 1973. 35p. ED 074 417 (MF-\$0.75; HC-\$1.85)

Counseling Programs, Cultural Interrelationships, Race Relations, Racial Attitudes, Racial Integration; to approach the problems of racial tension and student frustration resulting from busing and open enrollment programs, and to promote more openness and understanding between students from different communities and differing cultural backgrounds, cross-cultural group counseling sessions were developed.

23. Brown, Rebecca Danice. Attitudes of Black Junior College Students Toward Counseling Services. Journal of College Student Personnel, 13 (5): 420-4, October 1972.

Counseling Services, Student Attitudes, Negro Students, Junior Colleges, Student College Relationship; data support the notion that black students in the junior college in question are rather homogeneous in their attitudes toward their counselors and college student personnel services; this student sample held rather positive attitudes toward their counseling experience.

24. Bunton, Peter L.; Weissbach, Theodore A. Attitudes Toward Blackness of Black Pre-School Children Attending Community-Controlled or Public Schools. 1970. 11p. ED 068 884 (MF-\$0.75; HC-\$1.50)

Elementary School Students, Minority Group Children, Minority Groups, Negro Attitudes, Racial Attitudes; data supported the hypothesis that children not exposed to a community-oriented program would prefer less frequently and identify less with dolls of their own race than children who were exposed to the program.

25. Burke, Virginia M. Black Literature for Whom? English Education, 4 (2): 85-91, Winter 1973.

English Instruction, Negro Literature, American Literature, Teacher Improvement, Teacher Education; young people, especially those who will teach, need cultural and literary pluralism, not a narrow (white) ethnic tradition.

26. Busch, John Christian; DeRidder, Lawrence M. Conformity in Preschool Disadvantaged Children as Related to Field-Dependence, Sex, and Verbal Reinforcement. Psychological Reports, 32 (2): 67-73, April 1973.

Psychological Studies, Disadvantaged Youth, Preschool Children, Conformity, Stress Variables.

27. Butler, Jerry. Speech Teachers, Black Studies, and Racial Attitudes. April 1972. 8p. ED 067 723. (MF-\$0.75; HC-\$1.50)

Changing Attitudes, Cognitive Objectives, Communication (Thought Transfer), Educational Strategies, Racial Attitudes, Cognitive Dissonance Theory; using cognitive dissonance theory as a model in the experimental design, the effects on student attitudes of black ethnic culture materials included in speech classes is investigated. It was concluded that no speech activity was clearly superior to others in causing attitude change and that the black studies materials were most successful in changing attitudes of the most highly prejudiced students.

28. Calonico, James M.; Calonico, Beth Ann. Classroom Interaction: A Sociological Approach. Journal of Educational Research, 66 (4): 165-8, December 1972.

Educational Sociology, Interaction Process Analysis, Classroom Environment, Classroom Research, Behavior Patterns; Bales' IPA is employed and hypotheses from Homan's "Human Group" are applied to present a sociological approach to the scientific study of classroom interaction at the elementary school level.

29. Cantor, Gordon N. Effects of Familiarization on Children's Ratings of Pictures of Whites and Blacks. Child Development, 43 (4): 1219-29, December 1972.

Elementary School Students, Racial Attitudes, Attitude Tests, Rating Scales, Familiarization; major results were: (a) the subjects as a group rated the blacks more highly than the whites, and (b) familiarization enhanced ratings made by both male and female subjects of the blacks, but not ratings of the whites.

30. Cardenas, Blandina; Cardenas, Jose A. Chicano--Bright-Eyed, Bilingual, Brown, and Beautiful. Today's Education, 62 (2): 49-51, February 1973.

Mexican Americans, Bilingual Students, Academic Performance, Self Concept, Instructional Programs; an instructional program is described which leads to increasing the self confidence of Chicano children in the Edgewood Independent School District, San Antonio, Texas.

31. Carter, Donald E.; And Others. A Comparative Study of Negro and White Attitudes Associated with Educational-Occupational Aspirations. Journal of Negro Education, 41 (4): 361-4, Fall 1972.

Racial Differences, Sex Differences, Academic Aspiration, Occupational Aspiration, Student Attitudes; one hundred and four Grade 7 and Grade 8 students of State University College at Buffalo Campus School were administered the Self-Concept of Academic Ability Scale, the California Study Methods Survey, and two other attitude scales.

32. Carter, Michael T.; And Others. Black-White Differences in the Development of Educational and Occupational Aspiration Levels. August 1972. 38p. ED 070 874 (MF-\$0.75; HC-\$1.85)

Black Community, Caucasians, Occupational Aspiration, Race Influences, Racial Differences; the purpose of this paper is to evaluate the causes of the apparent failure of black parents to pass their status advantages along to their children.

33. Caspar, Margery G. The Education of Menominee Youth In Wisconsin. Integrated Education, 11 (1): 45-51, January-February 1973.

American Indians, Bias, Educational Problems, High School Students, Wisconsin; documents the biased educational practices encountered by the children of Menominee County who attend public schools in Joint School District Number 8.

34. Chadwick, Bruce A.; Bahr, Howard M. Factors Related to Interracial Avoidance or Acceptance Behavior in an Integrated High School. Pullman, Washington, Washington State University, Agricultural Experimental Station, 1971. 37p. ED 090 974 (MF-\$0.75; HC-\$1.85)

Biracial Schools, Race Relations, High School Students; differential rates of avoidance and integrative behavior observed when race, sex, and school were controlled. Racial Differentials were found to be slight, but blacks consistently manifest integrative behavior more frequently than whites.

35. Cheatham, Harold E. Black Americans in White Colleges: A Season of Reassessment. Journal of Non-White Concerns in Personnel and Guidance, 1 (2): 111-9, January 1973.

Negro Youth, College Role, Educational Responsibility, Minority Groups, Social Responsibility; suggests some bases of the failure of white colleges serving minority Americans and provides some recommendations for these colleges in pursuing social and pedagogical responsibility to this population.

36. Christensen, Kathleen C.; Sedlacek, William E. Differential Faculty Attitudes Towards Blacks, Females and Students in General. College Park, Md., University of Maryland, Counseling Center, 1972. 14p. ED 074 418 (MF-\$0.75; HC-\$1.50)

College Faculty, College Students, Negro Students, Student Teacher Relationship; this project assessed the attitudes of faculty at the University of Maryland toward undergraduates in general, blacks, and females by administering a questionnaire to 204 faculty members.

37. Cohen, Michael. Effects of a College Course in the Politics of Race on Students' Attitudes Toward Blacks. Journal of Politics, 35 (1): 194-203, February 1973.

Student Attitudes, Race Relations, College Curriculum, Black Community, Political Socialization; study provides indirect evidence for substantiating several conditions under which course content is influential for changing political attitudes or behavior.

38. Connor, Michael E. Modifying Classroom Behavior: An Experiment Utilizing Black "Analysts" With Black Children. September 1972. 34p. ED 072 380 (MF-\$0.75; HC-\$1.85)

Behavior Problems, Black Community, Cultural Awareness, Negro Attitudes, Problem Children; among the findings were that: existing behavior procedures would have to be modified for cross-cultural use; many teachers would alter their definitions of problem behavior when asked to define it operationally; many behaviors labeled as problem by white teachers would be viewed as non-problem by black classroom behavior analysts; black teachers would be more successful in modifying black children's behavior than were their white counterparts; and, older children can act as their own mediator and thus effectively function to modify their own behavior if they so desire.

39. Cosby, Arthur G.; Picou, J. Steven. Structural Models and Occupational Aspirations: Black-White Variations Among Deep-South Adolescents. Journal of Vocational Behavior, 3 (1): 1-14, January 1973.

Occupational Aspiration, Adolescents, Educational Research, Racial Factors, Socioeconomic Influences; an analysis of the occupational aspirations of deep-South adolescents. An examination of the models constructed revealed that: (1) social class indicators accounted for the largest effect estimates; (2) residence was estimated with a smaller, yet statistically significant, portion of the variation; and, (3) the effect of race was negligible when controls were applied.

40. Cox, Adrienne Flore. The Receptiveness of Black Students to Dialects Sometimes Different From Their Own. 1971. 156p. ED 075 813 (Available from University Microfilms, Box 1764, Ann Arbor, Mich. 48106; Order No. 72-14,543, MF-\$4.00, Xerography-\$10.00)

Childhood Attitudes, Dialects, Elementary Grades, Ethnic Groups, Negro Attitudes; this study sought to determine what attitudes black children have at primary level, grade 5, and grade 8 regarding dialects sometimes different from their own, and what cues children use in identifying the race or ethnic background of speakers.

41. Curtis, Samuel M.; And Others. Teachers Respond to the Educationally Disadvantaged. Agricultural Education Magazine, 45 (11): 259, 262, May 1973.

Agricultural Education, Educationally Disadvantaged, Teacher Attitudes, Educational Research, Vocational Agriculture Teachers; reports on a 3-year research project entitled "Education in Agriculture for the Educationally Disadvantaged."

42. Cusick, Philip A.; Ayling, Richard J. Racial Interaction in an Urban Secondary School. February 1973. 16p. ED 076 725 (MF-\$0.75; HC-\$1.50)

Classroom Observation Techniques, Conflict, Race Relations, School Integration, Urban Education; through a 6-month participant observation, it was found that interracial interaction occurred only in the classrooms where students were academically motivated and the teaching was highly structured; blacks and whites avoided each other outside of the classroom to avoid racial violence.

43. Datta, Lois-ellin. Changes in Observed Social Interaction Among Children of Same and Other Ethnic Groups in Ethnically Heterogeneous Preschool Programs. Washington, D.C., National Institute of Education, November 1972. 12p. ED 077 569 (MF-\$0.75; HC-\$1.50)

Ethnic Relations, Preschool Education, Research Reviews (Publications), Socialization, Social Relations; focuses on some findings from the observations of social interactions among children attending a national sample of Head Start programs, the recommendations for research on socialization, and the significance of socialization research during the next decade.

44. Davis, Junius A.; Borders-Patterson, Anne. Black Students in Pre-dominantly White North Carolina Colleges and Universities. New York, N.Y., College Entrance Examination Board, 1973. 38p. ED 077 387 (MF-\$0.75; HC-Not available from EDRS)

Higher Education, Negro Education, Negro Students, Students Attitudes, Student Opinion; this study addressed itself to the initial experiences and the subsequent adjustment to the institutional environment of black students in a range of 13 predominantly white, both public and private, institutions of post-secondary education in North Carolina.

45. De Anda, Diane. Chicanito in Checkmate. Edcentric, p24-7, October-November 1972.

Mexican Americans, Educational Disadvantage, Student Needs, Culture Conflict, Student Experience; discusses the conflicts Chicano children face in accepting both their native Spanish culture and the Anglo culture of public education.

46. DeStefano, Johanna S. Language, Society, and Education: A Profile of Black English. 1973. 326p. ED 075 818 (Document available from Charles A. Jones Publishing Co., 4 Village Green, S.E., Worthington, Ohio 43085; \$8.95, cloth)

English Instruction; Reading Instruction; Negro Dialects, Sociolinguistics, Teacher Attitudes; selections in this book reflect a concern for understanding urban ghetto vernacular and its implications for teachers.

47. de Zutter, Patricia. The Molding of an Inner-City Teacher. American Education, 9 (4): 22-7, May 1973.

Teacher Education, Teacher Experience, Urban Teaching, Student Teachers, Cooperative Urban Teacher Education (CUTE); immersion in life as they will find it is central to a program to prepare student teachers for the profession's toughest assignment.

48. Dimas, Chris. The Effect of Motion Pictures Portraying Black Models on the Self-Concept of Black Elementary Students. February 1973. 26p. ED 074 196 (MF-\$0.75; HC-\$1.85)

Elementary School Students, Identification (Psychological), Models, Negro Students, Self Concept: purpose of this study was to determine the effects of motion pictures utilizing black models on the self concept of black fourth and sixth grade students; that, perhaps, mediated black models may be effective in bringing about a more positive self concept among black students.

49. Dobbert, Marion L. Bilingual Education--No! Bicultural Education--Yes! Illinois Journal of Education, 63 (4): 5-9, 1972.

Bilingual Education, Cultural Awareness, Cultural Pluralism, Mexican Americans, Cross Cultural Studies; examines the issues of life style and heritage, since few school persons are trained to deal with matters involved in the differing life styles of Mexican-American children.

50. Dobbs, Ralph C. Ghetto Students' Expressed Reasons for Attending Formal Classes. College Student Journal, 6 (4): 27-29, November-December 1972.

Continuation Education, Urban Population, Educational Needs, Individual Development; Ghettos; names three factors which describe why adult students pursue continuing education classes: personal educational/economic factor, personal self-development factor, and personal convenience.

51. DuCette, Joseph; Wolk, Stephen. Locus of Control and Levels of Aspiration in Black and White Cultures. Review of Educational Research, 42-4, 493-504, Fall 1972.

Aspiration, Self Concept, Culturally Disadvantaged, Behavioral Sciences; several populations of both culturally deprived and culturally advantaged students were assessed on a standard measure of personality as well as several indices of personal aspirations. By measuring an individual difference variable in different social milieus, it was found that the variable made strikingly different predictions in different settings.

52. Dykes, Archer R. Training Institute for Staff Members of School Systems With Multi-Cultural Schools. Memphis, Tennessee, University of Tennessee-Memphis State University, Center for Advanced Graduate Study in Education, June 1966. 58p. ED 073 058 (MF-\$0.75; HC-\$3.15)

Culturally Disadvantaged, Inservice Education, Integration Methods, Teacher Education, Racial Integration; this report of a training institute for staff members of school systems with multicultural schools indicates that participants became more knowledgeable and understanding of problems of the culturally disadvantaged and more willing to take positive action.

53. Eby, Maureen A. Socioeconomic-Ethnic Status Inconsistency Vis-A-Vis Students' Potential For Mobilization. An Examination of Status Relationships. August 1972. 17p. ED 070 997 (MF-\$0.75; HC-\$1.50)

Activism, College Students, Socioeconomic Status, Student Attitudes; it was found that the more actively mobilized students were recruited from the low ascribed/high achieved status backgrounds, while the more passive or politically apathetic students were recruited from exactly the opposite--high ascribed/low achieved status backgrounds.

54. Edwards, Ozzie L. Skin Color as a Variable in Racial Attitudes of Black Urbanites. Journal of Black Studies, 3 (4): 473-84, June 1973.

Racial Attitudes, Black Community, Social Stratification, Racial Discrimination, Urban Population.

55. Entwistle, Doris R.; Webster, Murray, Jr. Expectations in Mixed Racial Groups. February 1973. 19p. ED 074 165 (MF-\$0.75; HC-\$1.50)

Elementary School Students, Expectation, Group Status, Intervention, Racial Integration; when the race of the experimenter matches the race of the treated child, significant increases in the expectations of the treated child occur; when the race of the experimenter differs from that of the treated child, significant increases occur for black children interacting with white adults, but not for white children interacting with black adults. These effects for children in racially-mixed groups disagree with earlier work on single-race groups.

56. Eubanks, Eugene E. A Study of Teachers' Perceptions of Essential Teacher Attributes in Defacto Segregated High Schools. Education, 93 (4): 373-80, April-May 1973.

Defacto Segregation; High Schools, Teacher Attitudes, Teacher Characteristics, Racial Differences; presents a study of 97 teachers from 6 defacto segregated high schools in a large midwestern school district on their perceptions of the teacher attributes most essential for success in their school.

57. Evaluation of a Training Program for Community College Educators of Academically Deprived Students. Honolulu, HI., University of Hawaii, School of Social Work, [1970] 65p. ED 074 023 (MF-\$0.75; HC-\$3.15)

Academic Achievement, Community Colleges, Poverty Programs, Teacher Programs, Teacher Education; this training program was developed to provide community college educators with a deeper understanding of the nature of poverty and the manner in which poverty and deprivation affect the students' ability to learn in the formal educational system.

58. Ewing, Dorlesa B. The Relations Among Anomie, Dogmatism, and Selected Personnel-Social Factors in Asocial Adolescent Boys. Journal of Social Issues, 27 (4): 159-69, Fall 1971.

Anti Social Behavior, Adolescents, Social Attitudes, Self Concept, Personality Problems.

59. Felice, Lawrence G. Mexican-American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socio-Economic Deprivation. 1973. 26p. ED 075 126 (MF-\$0.75; HC-\$1.85)

Academic Achievement, Cultural Isolation, Equal Education, Mexican Americans, School Integration; study evaluates the relative importance of school socioeconomic and racial-ethnic context for Mexican-American student achievement and dropout behavior.